



# Russian Duo

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Oleg Kruglyakov & Terry Boyarsky

## Russia & Beyond!

### Common Core Standards:

**SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

Russian Duo models and discusses collaboration by playing chamber music, and then preparing students to listen, sing and play so we can all make music together.

**SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

Our group's participatory performance helps students with cultural, musical, and historical literacy by introducing them to Russian vocabulary, geography, composers, then using this during the program for informed listening and decision-making.

**SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

Students learn musical concepts such as "beat" "phrase" "accelerando" as they perform with us using Russian Percussion instruments. We use these terms freely as we present several musical situations and "difficulties" for the audience to solving a puzzle so we can have a final performance together.

### North Carolina Essential Standards:

#### **Musical Response**

##### **K-8.MR.1**

**Understand the interacting elements to respond to music and music performances.**

Our interactive performance demonstrates form and structure of music so students can understand where to listen, where to join in singing.

#### **Contextual Relevancy**

##### **K-8.CR.1**

**Understand global, interdisciplinary, and 21st century connections with music.**

We compare and contrast our upbringing (American, Siberian), our musical instrument (balalaika & piano, voice, body percussion, Russian percussion) and teach children the

# Russian Duo

Russian names of instruments. Through our group's performance, students gain an appreciation of how music develops differently out of different cultures by discussing and demonstrating how the same song can be known and sung in both America and Russia. We discuss how composers and folk musicians are part of a continuum.

## **Musical Literacy**

### **K-8.ML.1**

**Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.**

In our final performance, students learn how to follow a conductor, listen and watch for start/stop signals, perform percussion in a specific tempo, They participate in loud/soft, fast/slow and learn musical some musical terminology (beat, phrase, cut-off, verse, chorus, solo, chamber music). Students experience the interlocking roles of audience, composer and performer.

## **Troika!**

### Common Core Standards:

**SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

By learning two authentic Russian folk dances and accompanying ourselves with Russian percussion instruments, students experience teamwork in action. Our first dance is in groups of three, the second is a partner dance. These configurations along with the choreography of the dance make for some interesting "discussions" as students negotiation the learning process.

**SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.**

We use a short power point with attractive pictures of the Troika (a 3-horse drawn sled, developed for speed in Old Russia), on which the dance is based. We give students a historical and cultural (Russian) perspective on communication, comparing mail relay systems vs. today's snail mail and e-mail. The second dance, "Sasha!" allows us to present other facets of Russian culture which can be compared and contrasted to American culture.

**SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**

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Learning a dance is a complicated sequence, requiring lots of instruction, direction and attention. To coordinate all the dancers, percussionists, and live musicians (Oleg on balalaika), students are involved in an interesting planning process which unfolds every step of the learning. Teamwork, collaboration and listening are essential.

## NC Essential Standards

### **Musical Response**

#### **K-8.MR.1**

**Understand the interacting elements to respond to music and music performances.**

Learning a folk dance requires understanding the form and structure of music. It requires a practical understanding of specific musical concepts through counting, phrasing and playing Russian Percussion instruments. Students understand

### **Contextual Relevancy**

#### **K-8.CR.1**

**Understand global, interdisciplinary, and 21st century connections with music.**

By learning Russian Folk Dances students will understand and experience the importance of communication (mail relay) and teamwork (the 3-horse drawn carriage, as well as the dance with 3 people), both historically and practically.

### **Musical Literacy**

#### **K-8.ML.1**

**Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.**

When we perform with percussion instruments (8 different instruments, with about 20 available), students must understand how to make music together and not just make noise. We learn how to play in the same tempo, use the same beat, and get the best sound out of each of the different instruments. The percussion has to blend with the balalaika as well as the dancers.